



Department of Education
Bureau of Secondary Education
CURRICULUM DEVELOPMENT DIVISION
Meralco Ave., Pasig City



Project EASE

(Effective Alternative Secondary Education)

ENGLISH II



UNIT I
Module 6
Reflecting on an Information Article

Revised 2011

by the Learning Resource Management and Development System (LRMDS),
DepEd – Regional Office No. VIII
under the Strengthening the Implementation of Basic Education
in Selected Provinces in the Visayas (STRIVE).

Section 9 of Presidential Decree No. 49 provides:

“No copyright shall subsist in any work of the Government of the Republic of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit.”

This material was originally produced by the Bureau of Secondary Education of the Department of Education, Republic of the Philippines.

This edition has been revised with permission for online distribution through the Learning Resource Management Development system (LRMDS) Portal (<http://lrmds.deped.gov.ph/>) under Project STRIVE for BESRA, a project supported by AusAID

Module 6

Reflecting on an Informative Article

Overview

“All things bright and beautiful.”

Indeed, we live in a beautiful world. God gave us the most wonderful of all planets as our home. There is so much on earth that delights us—delicious food, pleasant birdsong, fragrant flowers, verdant rain forests, deep blue seas and oceans, and bright hills and mountain peaks, to mention but a few.

Unfortunately, not everyone has come to appreciate and care for Nature’s bounty. Man’s greed and irresponsibility are ruining our planet. The air we breathe, the water we drink and the land our food is grown are being polluted. It is so serious that scientist Barry Commoner warned: “I believe that continued pollution of the earth, if unchecked, will eventually destroy the fitness of this planet as a place for human life.”

What *can* and *must* we do now that our very own existence -- and that of our children and our children’s children-- is threatened? Are we willing to take an active part in the global battle to save our planet? To what extent?

This module will help you consider these questions. Learning about the earth’s plight is important, as a Senegalese ecologist points out: “In the end, we will conserve only what we love; we will love only what we understand; and we will understand only what we are taught.”

Likewise, this module will introduce the K-W-L Strategy, a learning technique that you can use in understanding informative articles such as those found in your Science and Social Studies textbooks.

Have fun!



Objectives

After working on the activities in this module, you will be able to:

1. choose from several meanings that which fits context;
2. determine social issues addressed in an informative article;
3. identify cause-effect relationships;
4. ask and answer different types of questions intelligently;
5. use the simple future tense effectively in making suggestions, queries, and requests;
6. express concern for the environment through a slogan or poster;
7. do a concept map and write a journal entry;
8. discover a new way of learning informational literature.

Instructions

1. Do not write anything on this module as several students will be using it. Do all your work in your notebook. **Be sure to label your work by the module number and title.** Keep a separate notebook for your Reflective Journal.
2. Read each section carefully. If you have not read the first two sections, go over them first.
3. Each module begins with a brief introduction or **Overview** followed by a list of **Objectives** you are expected to learn.
4. Before working on the activities, answer the **Pretest** first. Find out how well you did by checking your answer against the answers given under the **Self-check** of the pretest.
5. As you work on the activities, try to relate them to the objectives of this module. What skill or strategy does the activity develop?
6. After each activity go over the **Self-check** that follows to find out how well you fared in that activity. Pay attention to the items you missed. Learn from your mistakes.
7. After working on all the activities take the **Posttest**.

Now do the pretest. Do your best!

Pretest



The following pretest aims to determine what you know about the lessons covered in this module. Try to answer the questions as best as you can.

I. Reading/Vocabulary

Read the paragraph carefully, then complete the sentences that follow it. Write only the letter of your answer in your notebook

1) Enthusiasm is the electricity of life. 2) You are not enthusiastic until you make it a habit. 3) Enthusiasm is natural. 4) It is being alive, taking the initiative, seeing the importance of what you do, giving it dignity and making you do something important to yourself and others.

1. The word in the paragraph which means *eagerness to do something* is _____.
A. enthusiasm B. electricity C. initiative D. importance
2. When one *takes the initiative*, he takes _____.
A. a backward step C. the opening move
B. an inspiring plan D. a wrong doing
3. One can naturally develop enthusiasm by _____.
A. acting enthusiastically until it becomes a habit.
B. observing closely people who are enthusiastic.
C. pretending to be enthusiastic all the time.
D. reading books about enthusiasm.
4. "Seeing the importance of what you do and giving it dignity" means _____.
A. boasting about your achievements.
B. doing important things first.
C. taking your job for granted.
D. giving your best in whatever you do.

II. Grammar

A Dialog

Claudia is telling her best friend, Arjay, about her father's forthcoming visit. Complete the dialog between the two by changing the verb in parentheses to the simple future tense.



CLAUDIA: Guess what, Arjay! My father (1)_____ (come) home from Saudi Arabia next week.

ARJAY: That's good news. How long (2)_____ he _____ (stay)?

CLAUDIA: One month, I suppose. He and Mom (3)_____ (celebrate) their silver wedding anniversary this month.

ARJAY: Hmm, (4)_____ there _____ (be) a party? I hope you (5)_____ (invite) me. After all, I'm your best friend, right?

CLAUDIA: Of course, I will. But nothing is definite yet. We (6)_____ (plan) everything when Daddy comes.

ARJAY: What do you think (7)_____ he _____ (bring) you this time?

CLAUDIA: I'm hoping it (8)_____ (be) a gold necklace. I mentioned this to him in my last letter.

ARJAY: I'm sure you (9)_____ (get) what you want.

CLAUDIA: You bet! But the most important thing is that we (10)_____ (be) together again.



Here are the answers to the questions. I hope you got all of them right. But if not, don't fret. This is just a pretest to determine your strengths and weaknesses, so we would know the focus of the lessons. The answers will become clearer as we take up the activities in the module.

I. Reading/Vocabulary

1. A 2. C 3. A 4. D

II. Grammar

- | | |
|-------------------|---------------|
| 1. will come | 6. will plan |
| 2. will stay | 7. will bring |
| 3. will celebrate | 8. will be |
| 4. will be | 9. will get |
| 5. will invite | 10. will be |

Your Score:



How did you fare in the pretest?

If your score is 12-14, that's good.

If your score is low, don't worry, this Module will help you improve your reading and language skills.

Words Unlocked

Look at the words used in the sentences below. You will encounter them in the selection you are to read later. Read the sentences carefully, then choose the word or group of words that best completes each sentence. Are you ready?

1. Plastic cups and Styrofoam are examples of **non-biodegradable** materials. *Non-biodegradable* things cannot be
A. seen B. digested C. broken down
2. If you don't find a job soon, your family will die of **starvation**! *Starvation* means
A. hunger B. pain C. sickness

Self-check



When you read and you come across a word you don't know, you can often figure out its meaning by using its context. **Context** for an unknown word is the overall sense of the words and ideas that surround it.

Let's see if you were able to get the meanings of the italicized words based on their context.

1. *C*. Plastic cups and Styrofoam are examples of materials that cannot be broken down.
2. *A* If the head of the family has no income, he won't be able to buy food for the family. They may die of hunger.

Did you get perfect? Congratulations!

Reading Adventure

No doubt you have enjoyed reading the stories and experiences discussed in the first five modules. But reading informational articles such as those in your Science and Social Studies textbooks can be a real challenge, right?

Well, take heart! Reading these materials need not be a boring, meaningless exercise anymore. On the contrary, it can be a very rewarding and enjoyable way of interacting with others, particularly the writer.

One strategy that you can use in reading and learning from content-area materials is the K-W-L Strategy (What I Know-Want to Know and Actually Learned) by Ogle (1963). The steps are easy. Just do the activities that follow.



Pre-Reading

Activity 1

Look out of the window and gazed around. Do you like what you see?

Many, many years ago, a man went out into the world to have a look around. He was so moved by what he saw that he wrote a poem about it. It goes this way:

Father, We Thank Thee

*For flowers that bloom about our feet,
For tender grass, so fresh, so sweet,
For song of bird and hum of bee,
For all things fair we hear or see,
Father in heaven, we thank Thee.*

*For blue of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees,
Father in heaven, we thank Thee.*

What did the man see that moved him so and for which he thanked Father in heaven? Make a sketch in your notebook. Use the format below.

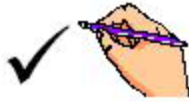
What kind of world did he live in at that time? _____

Today, another man went out into the world and had a look around. He, too, was so moved by what he saw that he came up with this drawing:



Now answer the following questions in your notebook:

1. What, do you think, did the man see that made him draw such a sad picture? Write the letter of all possible answers.
 - A. Children playing in the afternoon sun
 - B. A garbage-filled city
 - C. A beautiful garden
 - D. Men cutting down trees
 - E. Black smoke from factories
 - F. Rivers clogged with all sorts of garbage
2. What does the illustration mean?
 - A. A patient is terribly sick and needs to be operated on.
 - B. Planet Earth is experiencing a lot of environmental problems.
 - C. Someone is obviously very unhappy.
 - D. The earth cannot support the needs of its population.
3. To whom is the illustration addressed?
 - A. To adult individuals
 - B. To young people
 - C. To all the people in the world
 - D. To disabled persons
4. What is his purpose?
 - A. To make people realize that they are affected by environmental problems and move them to action.
 - B. To enhance his imagination and develop his artistic talents.
 - C. To keep himself busy, as he has nothing else to do.
 - D. To comply with his commission to produce works of art depicting nature.



Self-check

It's time to find out how well you fared in Activity 1. Check your answers and see if you agree with the explanations.

1. B. A garbage-filled city
D. Men cutting down trees
E. Black smoke from factories
F. Rivers clogged with all sorts of garbage
The man who undoubtedly cared for the environment lamented its destruction by some irresponsible people.
2. B. Planet Earth is represented as a patient in serious condition because it is experiencing a lot of environmental problems at present.
3. C. To all the people in the world
The earth is our home, so all of us must help solve its problems.
4. A. The purpose of the poster is to make people realize that they are affected by environmental problems and move them to action.

Now, you are ready to proceed to the next activity.

Activity 2

What environmental problems does the world face today? Write your answers in your notebook following the format below:

| K (What I Know) |
|------------------------|
| |

Activity 3

Now that you have put down what you know, pause and think. What more do you want to know about planet Earth's problems? Write these in the form of questions in your notebook.

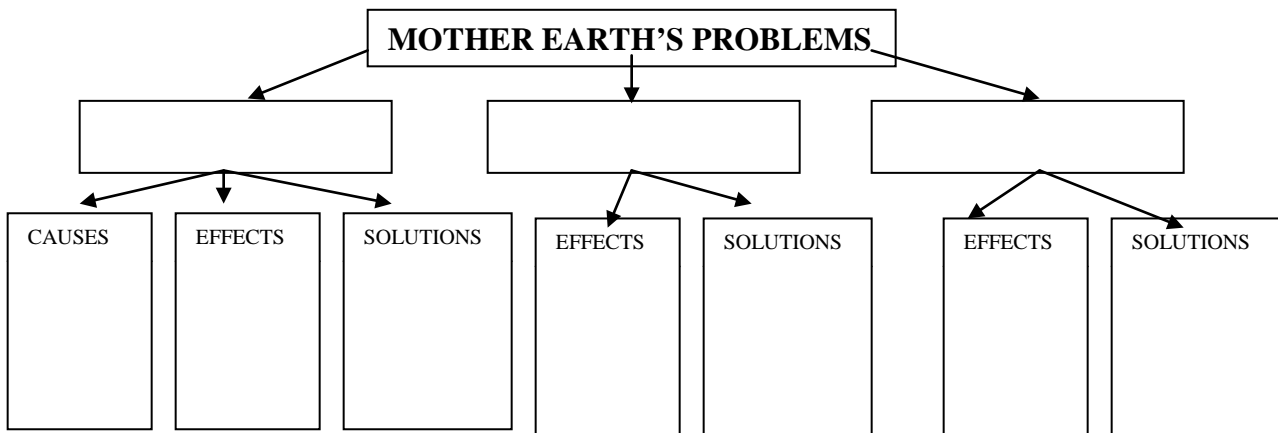
| W (What I Want to Learn) |
|---------------------------------|
| |

While-Reading



You are going to read an article entitled “Save Planet Earth” by Mailin Paterno. See if some of the questions you wrote in Activity 3 are answered by the article. As you read, pause now and then to process what you read and to reflect on how you are involved. Note the questions raised between sections as well as the concept maps. They will help you process the text.

Before you read, pay attention to the following incomplete graphic organizer. It will give you an outline of the whole article. Name the three problems that it tackles. Write them in the blank boxes below the title. Then write their causes, effects and solutions in the boxes provided. It is understood that you will copy the diagram in your notebook.



Save the Earth!

by Mailin Paterno

“Who, me?” you say.

And I will answer, “Yes, you.” Because when you were born, we adults already knew what would happen if we kept on consuming energy the way we were consuming it, if we cut down trees at the rate that we were cutting them down, if we kept throwing out non-biodegradable garbage carelessly, if we kept on polluting our waters. But look at our world now. It’s exactly

the way we knew it was going to be, because we didn’t know anything about it. Or maybe we did, but it was not enough.

And so, “yes, you.” Because this is a beautiful world, and it works amazingly well, so long as we don’t upset its systems too much. And you can help.

But you must promise to remember one thing. We are all human beings together, and everything we do affects the next person, affects the Earth, affects our

children, the plants and animals, and their children, too.

Now, pause and think and answer these questions:

-
1. *Why is there a need to save the earth?*
 2. *Why is there a need for everybody to get involved in the campaign to save the earth?*
 3. *What could happen if we didn't do our part?*
-

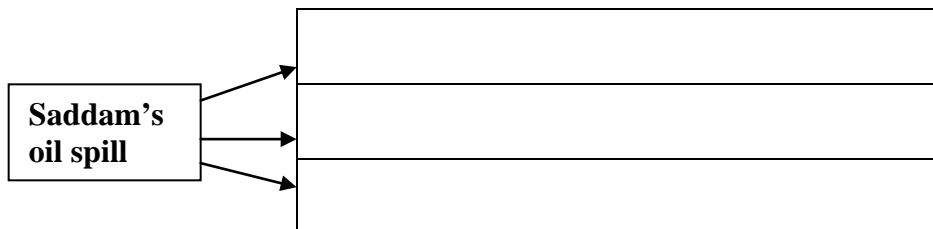
When Saddam Hussein spilled all that oil into the Gulf and created that huge oil slick, he affected the lives of hundreds of sea birds. You probably saw it on TV—the birds with all that black gook on them, weighing them down so much that they couldn't fly and would eventually die of starvation. He affected the lives of the mammals of the water, the dolphins and the whales, the great sea turtles, all the animals who would come up for air but

would instead find heavy black oil. And oil slicks take years to clean up.

That's just one dramatic example. Probably far more damage is caused everyday by regular people like you and me. But maybe if we are aware of the consequences of our habits, we will be able to change them without too much effort, and that would be saving the Earth.

Pause again to answer the following question about what you have just read:

-
4. *The oil spill is an example of how one man can harm the environment. Plot its effect on the environment in your notebook by using the following format.*



So how about getting a group together to do an ecology project? This article will start you off with a few backgrounders and suggestions, but you can do your own research and think up your own projects. It will be a lot of work, but it will also be fun, and definitely worthwhile.

AIR POLLUTION

Here's the Situation: Ever since the Industrial Revolution, people in Europe and North America have been burning coal to produce heat, and to power factories. In London in the 1950's, the air was

polluted each winter with a mixture of smoke and fog called smog. Sometimes, people died from breathing the smog in the streets.

Today, we burn smokeless fuels and oil instead of coal, so there is not much smoke in the atmosphere. But there are more people in the world, and we have come to rely so much on oil and other fossil fuels that we can't help using them.



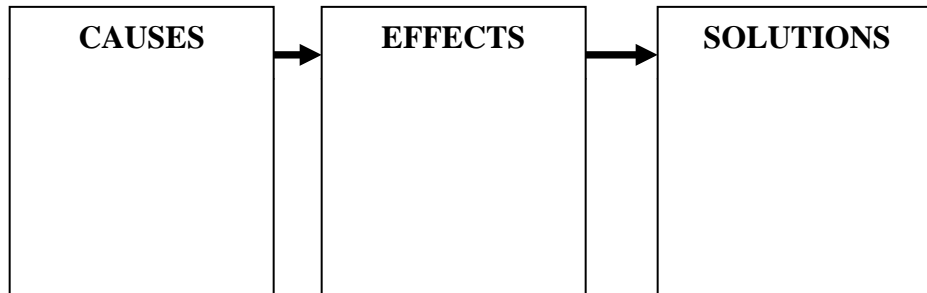
Power stations burn coal to make electricity, and produce a gas called sulphur dioxide. Cars produce fumes and nitrogen oxide gases. You may have seen the smoke billowing out of factory chimneys, turning the air around them a dirty gray-brown.

All these gases react with each other in complicated ways in the air. Sometimes the gases can get into rain clouds, where they get mixed in the rain or snow. This is called acid rain, and in some parts of the world, in Germany and Sweden, for instance, it is killing forests. Acid rain is also harmful to plants, and may contaminate lakes and rivers, and the creatures that inhabit them.

Sometimes these gases form a layer around the Earth, trapping the sun's heat the way glass warms a greenhouse. The best known greenhouse gas is carbon dioxide, and it is produced when people breathe, and when we burn fuel. Plants use up carbon dioxide, so the more forest trees we cut down, the more carbon dioxide remains in the atmosphere.

Pause once more, copy the boxes in your notebook, and consider this question:

5. *What are the causes and effects of air pollution? Write them in the first two boxes.*



What can we do? Read on.

Our Mission: Reduce air pollution! We obviously can't simply stop using our cars or running our power stations and factories. And we certainly can't stop breathing! But we can minimize the pollution and take measures to control it.

How we can help: 1. Plan our car trips. Sometimes we zigzag to and from the different ends of the city because we don't plan properly. Better still, organize car pools. And even better, if you're not going too far, and if the road is not dangerous, ride a bike.

2. Use light bulbs wisely. One-tenth of the energy a light bulb uses is converted into light. The rest becomes heat. If a 100-watt bulb is on for half a day every day for a year, it can use enough electricity to burn almost 400 pounds of coal. Burning the coal to light the bulb will release nearly a thousand pounds of gases that cause acid rain. Is it worth it?

Lucky for us, there is an alternative. Fluorescent bulbs use less energy and last longer. If you need to use incandescent bulbs, keep them clean. Dusty bulbs use up more energy than clean ones.

Pause a 4th time to answer the following question:

6. *What is our goal and what can we do to achieve it? Write it in the graph for Solutions above. After accomplishing it, read about the next problem.*

THE GARBAGE PROBLEM

Here's the Situation: Think of the thrash you throw away each day—the candy wrappers, paper, styrofoam boxes, plastic cups and bags, soda cans, and everything else. Would all the garbage fill up one regular-sized thrash can? Let's say it does. And let's say further, that each person throws out the same amount of thrash. Multiply that by the number of people who live in your house, and then by seven, for the days of the week. How much trash is that per city? And where does it go?

Garbage is collected once or twice a week and taken to a garbage dump. Problem is, we're running out of dumping sites. Many of them are full. Some of them are just mountains of exposed garbage which is also dangerous to our health.

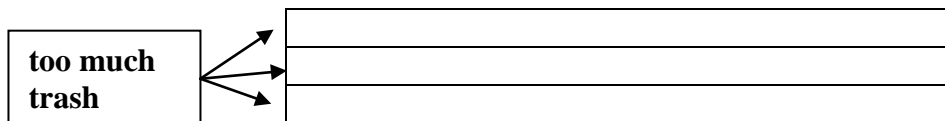
Our mission: Cut down the amount of garbage we make. It's not impossible, in fact, it's easier than you think. It's really all a matter of making a conscious effort.

How we can help: 1. Recycle things. Save plastic bags and use them again. Use cloth rags, which can be washed, instead of paper towels or tissue paper. Collect bottles, old newspapers and papers, and instead of throwing them away, sell them to the "dyaryo-bote" man.

2. Try to avoid using too much non-biodegradable stuff, like plastic and styrofoam. These are permanent garbage and will never be part of the Earth again. If people brought their own bayong or baskets to market or to the grocery, for example, we would use fewer plastic bags.

Make another pause and answer these questions:

7. *What problems result from the production of too much garbage? Write the answer in your notebook using the format below.*



8. *What is our mission about the garbage problem? State it in your own words.*

9. Name three ways by which we can help solve the garbage problem.

Let's check what the next problem is.

DEFORESTATION

Here's the Situation: Half of the world's rainforests have disappeared in the last forty years. Rainforests now cover only 7% of the Earth's surface. Rainforests all over the world are being cut down at the rate of 40 hectares per minute. If we keep going at this rate, the experts say, the world's rainforests will disappear in the next 40 years.

Rainforests are cut down for many reasons. that they have to cut down trees to clear land for farming. Loggers cut down trees to sell, often to other countries.

What happens when trees are cut down?

Although rainforests occupy only 7% of the Earth's surface, they are home to 50-80% of the world's plant and animal species. When they are cut down, these plants and animals lose their habitats and may become unable to survive.

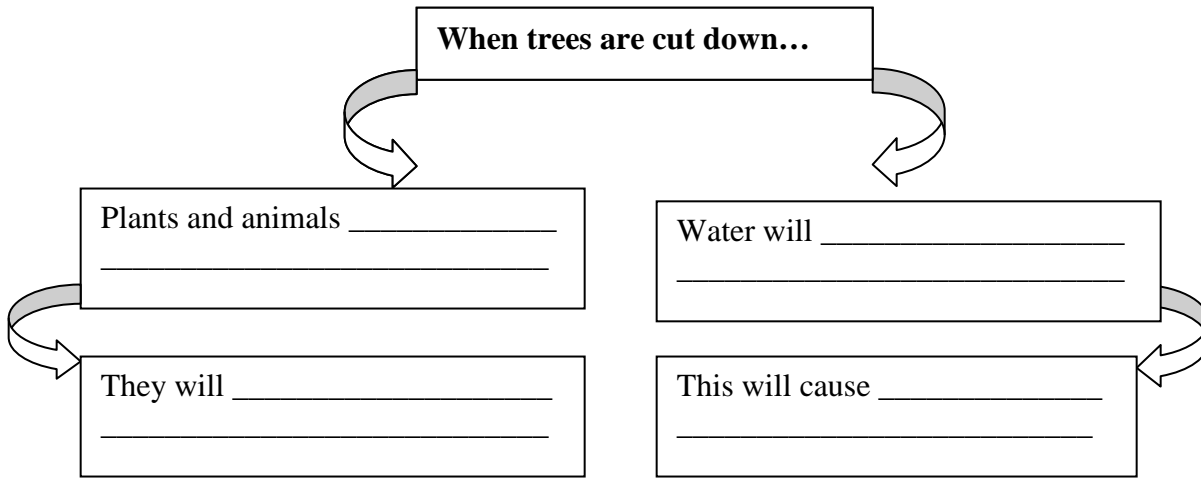
Tree roots also keep water in the ground. Without plants and trees, the water would not go deep into the soil but would simply run off the ground. The result: drought, or, when the rainfall is very, very heavy and continuous, deforestation would cause mud-slides.



Make another pause to answer these questions in your notebook:

10. Why are trees cut down?

11. What happens when trees are cut down? Complete the graphic organizer below:



Is there anything we can do? Continue reading.

Our mission: Keep the Earth green!

How we can help: 1. Every little bit counts. Plant seeds in your backyard. Take care of the little plants and watch them grow. When they are bigger and ready to be transplanted, you can begin a neighborhood greening program. Plant them wherever you can get permission to plant them. They will need little care, but you might want to see that they get enough water.

2. Be a paper saver. It takes years for a tree to grow enough to be cut down and made into paper. We throw away pounds of paper every day – if we could change that old paper into new paper, we wouldn't have to kill so many trees!

Save the used paper in your house—those you would normally throw away. Do not include shiny paper or paper with plastic on it, you can't recycle that. When you have collected enough paper, sell it to the “dyaryo-bote” man or junk shops.

Pause for the last time to answer these questions in your notebook:

12. *How can we keep the earth green?*

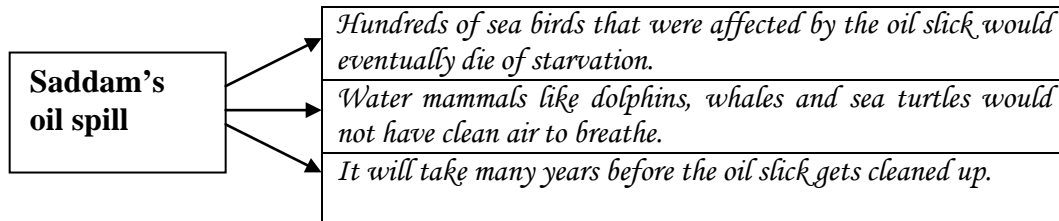
13. *Do you think the government should ban logging altogether? Why or why not?*



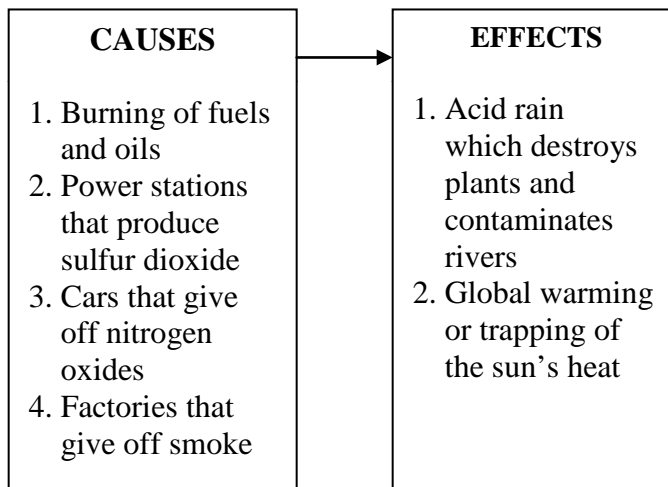
Whew, that was a bit long, wasn't it? Now let's have a look at your answers. After comparing your answers with the key, answer the question: Are you happy about the results?

1. There is a need to save the earth because its systems are being upset too much. We definitely would not want to lose the only home we have.
2. Everything we do affects others, the earth, and the whole environment. The survival of the human race depends on everyone's willingness to join efforts to save it.
3. The planet will soon become unfit for life.

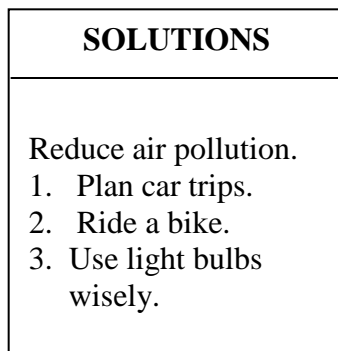
4.



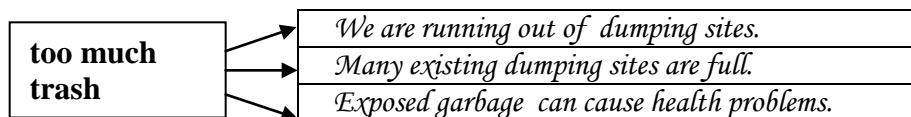
5.



6.



7.



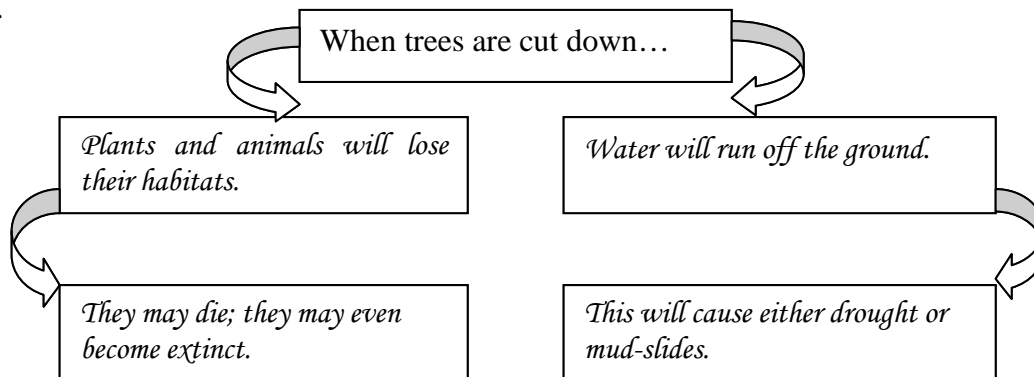
8. Our mission is to do our best to reduce the amount of trash we make every day. This could

help in the global effort to solve the garbage problem.

9. We can do this by recycling plastic bags and other usable garbage. We can collect used paper and bottles and sell them. We can also avoid using too much non-biodegradable materials.

10. Trees are cut down to clear land for farming. Trees are also cut down so they can be sold locally or to other countries.

11.



12. We can plant seeds and trees and take care of them. We can also save paper.

13. The government does not have to ban logging altogether. Since the population is growing we may need more land for farming. Likewise, we need to cut down trees for industrial purposes. Officials just need to impose strictly laws against illegal logging. Logging firms must plant trees to replace those that they cut down. This will ensure a safer world for all of us.

Post-Reading



Activity 5

That must be one of the longest exercises you have done so far, right? But, I hope you agree that it is very timely and practical. Now try to recall what you learned from the article and write it in your notebook by following the format below.

| What I Actually Learned |
|-------------------------|
| |

Did you notice the three steps in the **K-W-L Strategy**? They are as follows:

1. Recall what you know about the topic you are going to read about. Write this down. Relate it to new information you may get.
2. Ask yourself: What more do I want to learn about the topic? Write them in the form of questions.
3. After reading the selection, put down what you actually learned from your reading.

If you follow these steps whenever you read informational articles, you will find the activity more enjoyable and purposeful.

Write Thing



Now that you have come to know more about the problems concerning the environment, do you think you are in a better position to help the movement towards saving Planet Earth? Good. But wouldn't it be better if others would learn about these, too, so that they can also help? In what way can we inform other people about them?

Try to do any of the following:

1. Write a slogan that expresses your feelings towards the Earth and its preservation from further peril. Make it brief, direct-to-the point, and catchy.
2. Create a poster on the theme: Save Planet Earth, It's the Only One We Have.

Self-check



1. If you made a slogan, ask yourself the following questions:
 - a. Is it short, direct-to-the-point, and catchy?
 - b. Does it express a clear stand on the preservation of the earth?
 - c. Is it appealing to the reader? Does it move him to take action?
2. If you made a poster, check that you followed the following criteria:
 - a. Does it clearly depict the theme: “Save Planet Earth, It’s the Only One We Have”?
 - b. Is it creative and appealing to the viewer?
 - c. Does it move him to join the movement towards saving planet earth?

Language Focus



In the previous modules you have learned to express past and present actions. But what if the action is yet to take place? Consider the following dialog.

Activity 1

Dan and Ray are classmates and friends. Read their conversation during recess and take note of the underlined words. Then answer the questions that follow.

DAN: Hey, Ray! Shall we go to the mall after classes?

RAY: Not today, pal. Mom will pick me up right after Math. I will accompany her to the doctor.

DAN: Oh, is she sick? I hope it’s nothing serious.

RAY: No, just a routine check-up. I’m sorry I can’t go with you as planned.

DAN: That’s all right. We shall not be able to see Tom Cruise’s movie just yet. How about tomorrow?

RAY: That will be fine. I will meet you at McDonald’s Car Park at 4:00 pm., okay?

DAN: Great! I won’t be late, I promise. See you then.



Now answer the following questions:

1. Why can't Dan and Ray go to the mall after classes?
2. What kind of son is Ray?
3. What won't the two friends be able to do on that day?
4. When and where will they meet for the trip to the mall?
5. What kind of action do the underlined words express?
 - A. on-going action
 - B. habitual action
 - C. action that will take place at some definite future time
 - D. action that is going on when another action takes place

Self-check



Did you understand the dialog? Find out by checking your answers.

1. Ray's mother will pick him up. They will go to the doctor.
2. Ray is a thoughtful and selfless boy. He is ready to sacrifice his leisure to accompany his mother to the doctor.
3. The boys won't be able to see Tom Cruise's movie.
4. They will meet at McDonald's-Car Park at 4:00 p.m. the next day.
5. C. action that will take place at a some definite future time.

Generalization

The **simple future tense** is used to express action that will take place at some ***definite future time***. It is formed by using:

will/shall + the base form of the verb if the sentence is affirmative.

will not/shall not + the base form of the verb if the sentence is negative.

Examples: I **will accompany** her to the doctor.

I **shall see** you tomorrow.

We **shall not see** a movie today.

I **won't be** late.

Now do the exercises that follow.

Activity 1 Expressing Intentions

What will you do in each of the following situations? Answer in complete sentences using the simple future tense. The first one is done for you.

1. Your classmate is very talkative.
I will advise him to keep quiet
2. Your friend has a black eye.

3. Your sister is short of money.

4. You find a wallet on the way to school.

5. The house next to yours is on fire.

Activity 2 Responding to Suggestions/Queries

Respond to the suggestions/queries like the example given.

Example: Shall we go to SM together?

Yes, **we'll go there together. We'll leave in thirty minutes.**

1. Shall we go out despite the rain?
Yes, _____
2. Shall I accompany you?
No, thanks. I _____
3. Why don't you consult a doctor for your cough?
Yes, _____
4. Shall I turn off the television?
No, thanks. _____
5. Will the guests come today?
Yes, _____

Activity 3 Requesting and Making an Offer

The first sentence is a request. Respond to it as in the example given.

Example: Look how dirty the kitchen is.

Shall I clean it?

1. Look how messy the living room is.

Shall we _____

2. Look how bare the bulletin board is.

Shall I _____

3. Look how old the table looks.

4. Look how untidy the classroom is.

5. Look how disorderly the laboratory is.

Self-check



Activity 1 Here are some possible courses of action, given the situations cited. They are not the only possible correct answer. You may check your answer **as long as you used the simple future tense**. If you get 4-5, give yourself a treat for a job well done. If you got three or less, a little review will do the trick.

1. I will ask her to keep quiet./ I will tell my teacher about the problem.
2. I will take him/her to the clinic/doctor.
3. I will lend her some money.
4. I will return the wallet to the owner./ I will take it to the Lost-and-found Corner.
5. I will call the fire department./ I will tell my family to evacuate to a safer place.

Activity 2 Now check your responses to the suggestions and queries. Like in Activity 1, the answers may vary. You may check your answer as long as you used **the simple future tense**.

1. Yes, we shall go out. We will bring an umbrella.
2. No, thanks. I will have to go alone.
3. No, thanks. I will watch the evening news. I'll turn it off later.
4. Yes, they will be here this afternoon.
5. No, they won't. They will arrive tomorrow morning.

Activity 3 Here are some possible responses to the requests.

1. Shall we tidy it up?
2. Shall I decorate it?

3. Shall I paint it?
4. Shall I clear it up?
5. Shall I tidy it up?

Activity 4 The Future Tense with *If* clauses

Study the following sentences.

If an opportunity comes, I **will not let** it pass.
 (if-clause) (main clause)

If I see someone in need, I **will help** him wholeheartedly.
 (if-clause) (main clause)

You **will feel** joy when you help others.
 (main clause) (when-clause)

When you help the needy, you **will please** God.
 (when-clause) (main clause)

Generalization:

When the **main clause** is in the **simple future tense**, the conditional if-clause and the when-clause used as adverbial expression of time are in the simple present tense.

Now try these exercises:

A. Complete each sentence by adding a clause with a verb in the simple future tense.

1. If I work hard, _____.
2. If we save money now, _____.
3. If I obey my parents, _____.
4. When you leave, _____.
5. When we are honest, _____.

B. Complete the following dialog.

Daniel : If you win a million pesos, what will you do?
 Ada Marie : _____
 Daniel : Won't you _____
 Ada Marie : I don't think _____
 Daniel : Why not? _____
 Ada Marie : _____
 Daniel : I see. By the way, when you are already that rich, _____

Ada Marie : _____
 Danniell : Really? _____

Self-check



A. Moment of truth! Here are some possible answers to the exercise. See if your answers are similar. Did you use the simple future tense properly? If so, congratulations! You might have gotten a perfect score. If not, keep on trying, okay?

1. If I work hard, I will be rewarded.
2. If I save money now, I will be able to support my college education.
3. If I obey my parents, God will be pleased.
4. When you leave, I will be lonely.
5. When we are honest, people will trust us.

B. Here is a sample completed dialogue based on the given outline. Did you use the simple future tense properly? Is the exchange meaningful and logical? Then, you deserve a big nod of approval!

Danniell : If you win a million pesos, what will you do?
 Ada Marie : I will put the money in the bank.
 Danniell : Won't you buy a new car?
 Ada Marie : I don't think my parents will allow me to drive.
 Danniell : Why not? You have a driver's license, don't you?
 Ada Marie : Yes, but I get nervous easily. If there's an emergency, perhaps I will panic.
 Danniell : I see. By the way, when you are already that rich, will we still be close friends?
 Ada Marie : Of course, we'll be best friends for always!
 Danniell : Really? I am touched.

Everyday Expressions



To run is a pretty normal thing, but when used in idioms, it can have a lot of meanings. Note the following idiomatic expressions with run and how they are used.

| IDIOM | MEANING | SAMPLE USAGE |
|-------------------|----------------------|--|
| <i>run out of</i> | to have no more left | "My! We <u>ran out</u> of gas," the driver gasped. |

| | | |
|-------------------------------|----------------------------------|---|
| <i>run into</i> | to meet someone by chance | Guess whom I <i>ran into</i> at the mall yesterday? |
| <i>run over</i> | to injure | His poor dog was <i>run over</i> by a speeding truck. |
| <i>run off</i> | to elope | The movie starlet <i>ran off</i> with her leading man. |
| <i>run through</i> | to skim through a book quickly | Let's <i>run through</i> our notes before our teacher gets here. |
| <i>run across</i> | to find something by chance | Can you believe I <i>ran across</i> this precious book at the rummage sale? |
| <i>run for</i> | to be a candidate for a post | The senator will <i>run for</i> president in the next election. |
| <i>in the long run</i> | over a long period of time | In the <i>long run</i> , retiring early will do you good. |
| <i>run a business</i> | to manage or organize a business | I dream of <i>running my own business</i> someday. |
| <i>a runner-up</i> | the next one to the winner | The first <i>runner-up</i> will take the crown if the winner is disqualified for any reason. |

See if you can answer the following!

Activity 1

Fill in the blank with the correct idiom chosen from the list above. Be sure to use the correct form of the verb.

1. Why don't you _____ the page again to find the answer?
2. I _____ this old terno in Grandmother's old chest.
3. Mother _____ cooking oil. She wants you to buy some at the store.
4. I'm sure your friend will realize his mistake _____.
5. The _____ couldn't accept his defeat.
6. That was a close shave! You were nearly _____ by the taxi.
7. The well-known businessman will _____ mayor in the next poll.
8. Whom do you think I happened to _____ the other day?
9. _____ involves financial risks.
10. Can you believe Karl _____ with a barrio girl?

Activity 2

Answer the following questions using the idioms in parentheses. Use complete sentences. The first one is done for you.

1. Why did your sister go to the sari-sari store? (run out of)
My sister went to the sari-sari store because she ran out of flour.
2. Whom did you see at the theater when you watched a movie? (run into)

3. What happened to the lovely kitten? (run over)

4. Do you have any news about the missing basketball player? (run off)

5. What are we supposed to do with these manuscripts? (run through)

6. Where did you find that ring? (run across)

7. Why is Shara so busy nowadays? (run for)

8. Do you think it's more practical to buy a new television set? (in the long run)

9. Did Pachollo win the oratorical contest? (runner-up)

10. What does he plan to do after graduation? (run a business)

Self-check



Let's have a look at your answers now. If you get a perfect score, great! If you have a few mistakes, go back to the items and see why you made a mistake. Hope you're happy with the result!

Activity 1

1. run through
2. ran across
3. ran out of
4. in the long run
5. runner-up
6. run over
7. run for
8. run into
9. Running a business
10. ran off

Activity 2 Here are some possible answers. See to it that you used the correct two-word verb with *run*.

1. She ran out of seasoning.

2. I ran into some old friends.
3. It was run over by a reckless driver.
4. He ran off with an avid fan.
5. You must run through them to check the errors.
6. I ran across it among my old notebooks.
7. She is running for the Student Council.
8. In the long run, it is more practical to buy a new one than to have the old one repaired.
9. He was the first runner-up and I'm proud of him.
10. He plans to run his father's business.

Hats off to you for finishing this module. Now you're ready to take the Posttest.

Posttest



I. Read the incomplete dialog and write the correct form of the verb in parenthesis.

Joseph is having a conversation with his friend, Roy, about his forthcoming Freefall (Parachuting) trial. Complete the dialog between the two by changing the verbs in parentheses to the simple future tense.

JOSEPH: I'm so excited, Roy! Tell me, what will my first experience with the Freefall be like?

ROY : It (1)_____ (be) one of the most exciting experiences in your life, I tell you! You will be relaxed at first. But halfway to the top you (2)_____ (go) crazy. Your life (3)_____ simply_____ (flash) before your eyes.

JOSEPH: Sounds great! How will it feel when I get to the very edge?

ROY : That will be your only chance to scream your lungs out, "Mom, I want to get out of here!"

JOSEPH: My! How about when I start falling?

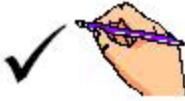
ROY : You (4)_____ (lose) your voice because you will be in a state of shock. You (5)_____ (skip) heartbeats. Some people call this part of the ride "death." You (6)_____ (land) in a lying position, making everyone feel like throwing up. When you get down, either your face (7)_____ (show) so much shock enough to scare others who have not tried it or you (8)_____ just _____ (smile) so you would not look like a chicken. Deep inside, you (9)_____ (thank) God and tell him that you (10)_____ (sin) no more.

JOSEPH: Wow! I think I will never forget such an experience as long as I live. Thanks a lot for the info, old friend! Don't worry, you'll know all about it.

II. Answer the following questions:

1. What three environmental problems are discussed in this module?
2. Who should take an active role in solving them and why?
3. What are you committed to do to do your share of the responsibility?

Self-check



Now check your answers against the key that follows:

I. A Dialogue

1. will be
2. will go
3. will flash
4. will lose
5. will skip
6. will land
7. will show
8. will smile
9. will thank
10. will sin

II. Here are the answers to the questions:

1. Air pollution, the garbage-problem, and deforestation are discussed in this module.
2. Everyone, young and old, must help solve these problems in order to preserve our only home, the Earth.
3. It depends on your personal commitment. May you show it in thought, in word, and in deed.




So, what's your score? If you have less than five mistakes, say "Not bad!" If you got five or more mistakes, say "I need to go over this module again." And make sure you do it.

NOTE: *In this module, you have learned some ways by which you can better understand and appreciate informative articles. It is hoped that this knowledge will help you cope with your readings in content-area subjects.*

***You are now ready to work on the next set of modules with the theme "Learning To Be".
Happy learning!***

Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal. Check the column that best describes your feeling about the activities you did. For the last column, give your reason.

What I think of the activities in this module

| <i>Things I Did</i> | <i>How I liked them</i> | | |
|--------------------------|---|--|---|
| |  <i>(Very much)</i> |  <i>(Just fine)</i> |  <i>(Not so much because)</i> |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| <i>What I liked best</i> | | | |

